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ABSTRACT

Written for teachers and program directors of Indian adult education programs who will use PATHWAYS curriculum for instruction of basic reading and writing skills, the handbook includes a number of considerations vital to the implementation of the curriculum. The first section focuses on understanding the Native American adult learner by recognizing individual learning styles, helping students establish educational goals, providing an over-all picture of the educational process and possible problems that may be encountered, and getting to know the students. The three components (a continuum of reading and writing skills, pre-GED reading and writing skills workbook, and teacher's guide) of the PATHWAYS curriculum are described in detail in the second section. The next three sections recommend methods for diagnosis, placement, and evaluation; outline suggested classroom management techniques; and provide a record-keeping system. Suggestions for effective teaching in an adult education setting, ranging from program management to the actual delivery of instruction and retention of students, are offered in the final section. Forms for recording student placement and progress conclude the handbook. (ERB)

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PATHWAYS

Implementation Handbook

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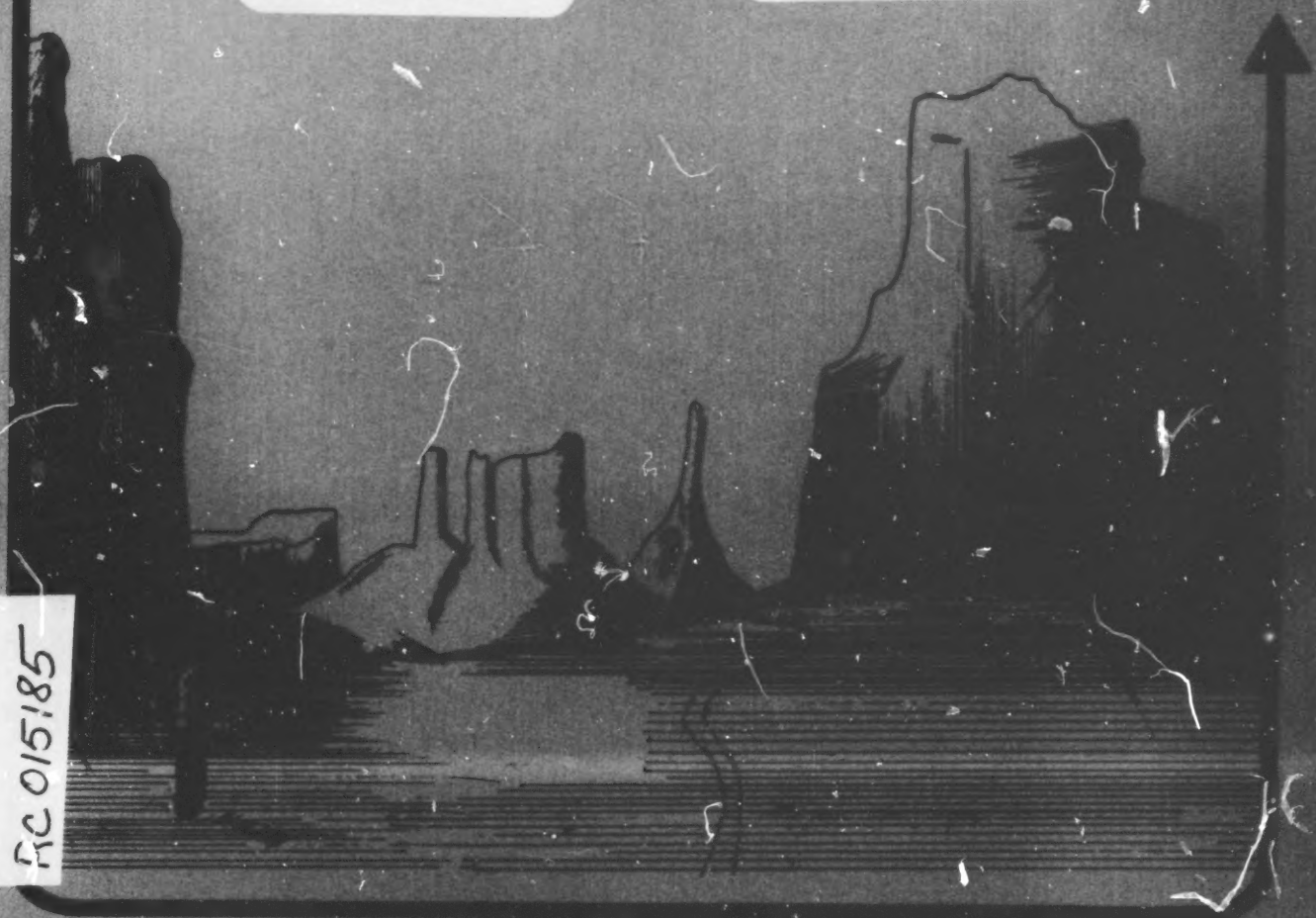

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PATHWAYS

IMPLEMENTATION HANDBOOK

Demonstration Project
Affiliation of Arizona Indian Centers, Inc.
Phoenix, Arizona

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TABLE OF CONTENTS

Introduction	1
Understanding the Native American Adult Learner	3
Overview of Curriculum Components	13
Diagnosis, Placement & Evaluation	23
Classroom Management	29
Record-Keeping	35
Effective Teaching	39

INTRODUCTION

PATHWAYS curriculum was developed specifically for Indian adult education programs. However, it can be used effectively at the college level in a developmental program, or at the high school level in conjunction with other curricula.

This Implementation Handbook was written for the teachers and program directors of Indian adult education programs who will use PATHWAYS curriculum for instruction of basic reading and writing skills.

In the handbook, we have included a number of considerations vital to the implementation of the curriculum. We first focus on the special needs and problems of Indian adult students. We go on to give a description of the curriculum components and their use. Methods for diagnosis, placement, and evaluation are recommended; suggested classroom management techniques are outlined; and a record-keeping system is provided, including forms for recording student placement and progress.* Finally, we offer suggestions for effective teaching in an adult education setting.

We hope that this Implementation Handbook will successfully guide teachers and program directors in the implementation of well-organized and effective programs of basic language arts instruction using PATHWAYS curriculum.

*The Student Profile Sheet and the Student Tracking Chart accompany this handbook.

UNDERSTANDING THE NATIVE AMERICAN ADULT LEARNER

It is difficult, if not impossible, to characterize a typical Native American learner or a typical Native American learning style. Characteristics among different tribes and among individuals within a tribe will vary as widely as in the general population. Studies have shown that the rate of learning and the motivation among Indian students are as varied as that of other groups. However, there are certain needs and problems that occur among adult Native American students with enough frequency to require a special sensitivity on the part of the teacher and/or the director of an Indian adult education program. Hopefully, an awareness of such needs and problems will enhance the development of that sensitivity, thereby increasing the teacher's and/or director's effectiveness.

Recognizing Individual Learning Styles

Before focusing on particular Native American educational concerns, the teacher must learn to recognize general differences in individual learning styles. The current tendency to individualize, or customize, instruction in adult education makes it necessary for teachers and program directors to become knowledgeable about the differences in individual learning styles and how they, together with factors in the environment, can affect the student's success.

The learning styles assessment instrument most widely used in determining individual learning styles is that developed by Dunn, Dunn & Price, the Learning Style Inventory. It grew out of years of research of ways to facilitate learning for students who had not responded well to traditional teaching. The research indicates that students are affected by

five basic stimuli which influence a person's ability to absorb and retain information. They are: a. the immediate environment, b. the students' emotions, c. interactions among students and with the teacher, d. the students' physical requirements, and e. the learning process. The inventory consists of 100 items that are analyzed to indicate individual student "preferences" among 21 learning style "elements" that fall into these five categories. Some of the "elements" are considered below. The Learning Style Inventory, may be ordered from Price Systems, Box 3271, Lawrence, Kansas 66044.

A sensitive, observant teacher can informally diagnose students' learning styles through questioning and direct observation. Following are some general considerations, adopted from materials developed by Resource & Evaluation Center One, that a teacher should keep in mind when planning and delivering instruction.

Sound	Some students need a quiet environment in which to learn, while other students cannot learn in silence. They need some background noise to be able to concentrate.
Light	Some students are light sensitive and need subdued light, and others require bright lighting to comfortably see to read and write.
Temperature	Some students concentrate best when the room is cool, becoming drowsy when they feel too warm; other students require warmth in order to concentrate.
Design	Some students need an informal, casual design. They think best when relaxed and find it difficult to concentrate when sitting on hard chairs, preferring soft chairs, a sofa, or even lying on the floor. Others cannot concentrate unless they are sitting on a hard chair, at a table. These students need the structure of a formal classroom arrangement and become sleepy in a relaxed environment.

Motivation	Some students are highly motivated, prefer "a challenge," and require very little supervision. Other students require that tasks be divided into small segments. These students require frequent feedback and may also require close supervision.
Persistence	Some students will work at a task until it is completed. Others cannot continue to work for extended periods of time; when they do, they become irritated, daydream or socialize. They need short, varied activities.
Responsibility	Some students need supervision and attention to complete a task; others can follow through and complete a task alone, preferring to work unassisted.
Structure	Some students need specific rules for completing assignments. Others find imposed methods frustrating and unstimulating, and work best when allowed to create their own methods of working.
Sociological	Some students learn best working alone. Others work best with one or two friends. Some students prefer working in small groups, while others learn best in large groups.
Perceptual Strengths	Students learn through different senses. Auditory learners learn best by hearing and listening. Visual learners learn best by seeing, by associating shapes and words and visualizing the image in their minds' eye. Tactile learners learn through touching, tracing, writing, molding, piecing together, and by feeling. Kinesthetic learners learn through whole-body involvement, real-life experiences. Some students might require a combination of the above senses to learn. Thus, you must determine how each student learns most easily--visual materials, sound recording, printed pages, tactile experiences, kinesthetic activities, and multi-media packages, or a combination of these.

Intake	Some people need a constant intake of food to focus on a task that requires concentration; they may need to nibble, chew gum, smoke, or drink. This intake relaxes tension; if the person is not allowed this intake, he/she will probably chew pencils or fingernails.
Time	Some students learn best in early morning; others, in midday; still others, in the evening. Determine the optimum time for learning of each student.
Mobility	Some students need to be able to move around, to change posture or location. Others can sit still for long periods of time without appearing restless.
Global/ Analytic	Some students learn best when instruction is presented in a step-by-step sequence--they can be taught skills in logical parts and can assimilate them into wholes. Other students may need an example or a visual image of the topic before they can learn; they cannot focus unless a meaningful whole (or entire topic) is used to introduce material. The teacher is a key figure in the adaptation of a curriculum to individual students' learning styles--a cognizant teacher can establish a learning context appropriate for every student.
Hemispheric Preference	Most instructional strategies are directed toward left hemispheric preference learners. This presents problems for right hemispheric-preferenced learners who are less bothered by sound, prefer dim lighting, require an informal design, appear less persistent, prefer learning with peers, and prefer tactile to auditory or visual stimulation. Notice if the learner is left or right handed; does the learner exhibit artistic talents in the visual arts?
Impulsivity/ Reflectivity	Some students are impulsive--they tend to act on their first impressions by volunteering answers, even though they are sometimes wrong. Other students are reflective; they rarely volunteer information, even though they may know the answer.

By observing students' actions (or, non-actions), the teacher will be better able to determine their learning styles. Classroom teaching effectiveness may be reduced to a matter of the teacher's ability to recognize and adapt to individual students' learning styles. Often this requires not a complete restructuring of lesson plans or instructional methodology, but rather a concentrated awareness of students' classroom behavior.

Helping Students Establish Goals

Adult Native American students have a special need to clarify their educational goals for a variety of reasons. This is primarily a counseling function; however, usually there is no counselor in an adult education program, so the responsibility for this function falls on the teacher.

In helping students clarify their goals, teachers need so be sensitive to tne unique frustrations felt by young Native American adults who deeply desire an education but who may feel alienated from the values of the society they are being educated to join. They or their families may have had past negative experiences in educational institutions. There may be a fear on the part of the student's family or his peers that getting an education will separate him from his community, his traditional values or identity. There may be fear that the student cannot compete in the dominant society, or there may simply be a lack of successful role models. Students may be reluctant or unable to talk about these issues. They may appear passive, withdrawn, or lacking in initiative. This may simply be shyness in facing a new situation; it may be a need on the student's part to observe for a while before he is ready to commit himself; or it may be symptomatic of a state of conflict within the student in relationship to the "mainstream" culture. The teacher should approach this complex problem in a positive way: she should

encourage students to take pride in and identify with their heritage and their individuality, while at the same time she should provide them an opportunity to develop skills and concepts necessary to live in a multi-cultural, technological society. It will take time to gradually establish rapport, to earn the student's trust and respect. The sensitive teacher will demonstrate patience and a willingness to prove to the students that she is on their side and that she is there to help them meet their needs.

Some activities to help students establish goals might be: ask the student to make a list of personal achievements, ask her to list characteristics of people she most admires, ask her immediate and long-range career goals and what steps she would have to take to achieve those goals; ask her what her family expects of her and what she expects of herself. If the student has a specific career goal in mind, the teacher should help her realistically assess her present skills and the skills she would need on the job. For example, a student interested in a job in electronics will need math skills; a student who wants to be a secretary will need writing skills such as spelling and grammar. Career development literature can be ordered from state departments of labor and kept in the classroom as resource material, and the teacher should help the students use these materials.

It is recommended that some of these counseling activities take place in an initial orientation session, either individually or in a group, both before and after the student is given diagnostic tests. Diagnostic tests should, of course, be presented in a low-key, non-threatening way, with an assurance that the student will not be "graded" on the tests; rather the tests will be used to indicate the skill areas he needs to improve. The teacher should ask the student about his past performance in school, ascertain his attitude toward different subjects to see if there are blocks or difficulties in certain areas. He should consider that the student may be self-taught in some skills and will need to supplement his knowledge. For

example, a student may have taught himself to read, but may need to build his vocabulary. The teacher should also make an effort to find out about the student's family life, his economic level, and any possible physical disabilities, as all of these can influence his attitude and performance. Some counseling activities will, of course, be informal, but they should be on-going. The teacher should make sure that she takes the time to keep in touch with the student's academic needs and with the various factors outside of school that will have an effect on the student's progress.

Giving an Over-All Picture

Once the student has been tested and some educational goals have been established, the teacher should help the student develop an understanding of the amount of time it will take her to meet her objectives. He should give the student a clear idea of the step-by-step process the student will have to undertake and the possible problems to be encountered. Here it is very important that the teacher create an over-all picture, perhaps through a flow-chart or diagram, a calendar, a student tracking chart, or a combination of these visual organizers. He should also explain to the student what she can expect from the teacher and what is expected of her. At the same time, it is important that the teacher emphasize flexibility and a sensitivity to the student's needs and problems. There may be certain habits, learning styles, disabilities, or factors outside of school that the teacher and student will have to work around, and these should be discussed between them.

The teacher and the student should jointly establish a time-frame for the course of study. They can, for example, set a goal to work together a certain number of times a week for a certain length of time. Three thirty-minute sessions during a week is an ideal yet realistic goal in many urban

programs. However, in a rural program, where students may only meet with the teacher on a weekly basis, this will be reduced. The important thing is to establish a consistent pattern, agreed upon by both teacher and student, that is customized to meet the needs of the particular student. The teacher should encourage the student to work at his own pace; the student's goal is to show progress. During the course of study, there should be a lot of communication about how the amount of time is working and whether or not it is being used effectively.

In the beginning, the student will need time to adjust. The teacher should keep in mind that the program's format may be unfamiliar to the student, he may not be sure what to expect or what is expected of him, and he may be unaccustomed to concentrating for long periods of time. A "settling in" period is necessary; however, by giving an over-all picture to the student in the beginning and by mapping things out as he goes along, the teacher will allow the student to gradually increase his concentration time and accelerate his progress.

Getting to Know Your Students

To have a real understanding of his students' needs, the teacher should take the time to get to know them as individuals. He should create an atmosphere of harmony, good humor, and humanity in the classroom, greeting his students by name, saying good-bye to them, sharing his own feelings, attitudes, ideas, and experiences with them, joking with them, and showing an interest in their lives, both past and present. To encourage this sharing, the students might be asked, in a group activity, to talk about their childhood, their youth, or their young adulthood. Individually, they might be asked to write about an experience that changed their lives, or be asked to keep a journal.

The teacher should also become knowledgeable about the students' culture and community. If the teacher is on the reservation, he should meet with tribal leaders and ascertain their educational objectives for their people. He should also find out about ceremonies and community activities that his students participate in, whether they live on or off the reservation. And, he should help his students tie in their educational goals to their individual and tribal experiences.

Finally, the teacher should keep in mind that factors outside of school may cause the students to temporarily detour from their progress toward their goal. Family obligations, transportation problems, participation in religious or tribal ceremonies may cause them to lose school time. The teacher should be sensitive to the priority that these real issues may have in the daily lives of adults, and he should subsequently help them re-focus their attention on their goals and re-orient themselves to the time-frame needed to complete the program.

OVERVIEW OF CURRICULUM COMPONENTS

PATHWAYS curriculum consists of three components: a continuum of reading and writing skills, pre-GED reading and writing skills workbooks, and teacher's guides. Following is a detailed description of each component. For further information on implementation, teachers and program directors should refer to the appropriate sections in this guide, the introduction to the continuum, and the preface to the teacher's guides.

Continuum of Reading and Writing Skills

The purpose of the continuum is to serve as a supra-structure or guide for the teacher or administrator who wishes to develop a total ABE/Pre-GED reading and writing skills curriculum for grade levels three (3) through eight (8). It contains a scope and sequence of reading and writing skills which identifies those skills which should be introduced at each grade level (3-8), and it indicates the order in which each skill should be presented. The determination of the scope (how many and what kind) and sequence (in what order) of skills in the continuum is based not only on the GED requisites but also on extensive research of successful Indian adult education and developmental English programs. The continuum not only includes all the reading and writing skills a student will need to pass the GED, but it contains numerous other facets of a basic skills program, as well: an emphasis on practical writing, study skills, and other areas of language development.

The continuum serves as the foundation for the PATHWAYS materials. At each level, the skills contained in the student workbooks correspond to the skills identified in the continuum.

Although it is designed to be used with the corresponding PATHWAYS materials, the continuum may be used independently of them to serve as a guide for structuring an ABE/Pre-GED reading and writing skills program, using other available commercial materials. To do this, the teacher will first need to identify individual skills and corresponding skill levels presented in various commercial materials. Then, using the scope and sequence of skills presented in the continuum, he should place the student in appropriate exercises in the commercial materials.

The continuum is divided into six levels, shown below. The corresponding grade levels refer to the readability of the materials presented at each level.

ABE Level I.	3rd grade
ABE Level II	4th grade
ABE Level III.	5th grade
Pre-GED Level I.	6th grade
Pre-GED Level II	7th grade
Pre-GED Level III.	8th grade

The continuum is also color-coded by level for each student area (reading and writing). The color of the pages corresponds to the cover color of the textbooks in the PATHWAYS language arts curriculum.

Each of the skills in the continuum is preceded by the word "Teach" or "Review," depending on whether the skill is to be introduced or reinforced at a particular level. In the list of reading skills, however, certain skills areas such as Vocabulary and Comprehension cannot be "mastered" in the same way as grammar and usage rules can. Comprehension, for instance, goes on at any level of reading, and the student continues to use the same comprehension skills whether he is reading at a fourth or tenth grade level. It is only the reading material that becomes more difficult. Thus, in this list nearly all the skills are preceded by the word "teach," because the same skills are taught at succeeding levels.

It is recommended that the individual skills within a skills area (unit) be taught in the order presented. This is

because the skills within a given unit are presented in order of increasing difficulty and complexity. It is not, however, necessary to present the skills areas in the order listed in the continuum. A teacher may, for example, wish to teach certain punctuation skills concurrently with paragraph writing. Likewise, word analysis skills can effectively be woven into reading comprehension instruction.

If a student using the PATHWAYS materials experiences difficulty with a particular skill at a higher level, the teacher may find it helpful to have the student refer to that skill on a lower level of the PATHWAYS materials. The continuum will indicate the level at which a skill is first introduced. (In the case of reading comprehension skills, the teacher may wish to drop one or two levels to build the student's confidence through working in a less-difficult context.)

For additional explanation, see the introduction to the continuum.

Pre-GED Reading Skills Workbooks

The Pre-GED reading skills workbooks are designed to provide a sequential, systematic approach to reading instruction. In addition to the structure inherent in their design, the workbooks are unique in that they are completely culture-based. PATHWAYS student workbooks incorporate the rich culture of the Southwestern tribes, both in content and graphic design. Exercises and reading passages employ Native American myths, legends, poetry, history, religious beliefs and ceremonies, and fine arts to provide instruction in word analysis, vocabulary, comprehension, and study skills.

There are three Pre-GED reading skills student workbooks, one for each level, for grade levels 6-8. The workbooks and their corresponding readability levels are listed below.

Pre-GED Reading Skills Workbook, Level I	Readability = 5.7-6.9
Pre-GED Reading Skills Workbook, Level II	Readability = 6.5-7.9
Pre-GED Reading Skills Workbook, Level III	Readability = 7.5-9.0

Readability formulas have been applied to all selections to ensure appropriate level of difficulty.

The reading workbooks observe the scope and sequence of skills identified in the continuum. In some instances, individual skills listed in the continuum do not appear in the student workbooks. In an attempt to control the scope of the workbooks, we have omitted certain skills of secondary importance. The coding of skills in the workbooks, however, remains consistent with that of skills listed in the continuum.

Each lesson presents a skill to be taught or reinforced. The continuum indicates whether at any given level, a skill is being introduced ("Teach") or reinforced ("Review"). The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill are presented. The items in each exercise are written in multiples of four (4, 8, 12, 16, 20, 24, 36, etc.), thus enabling the teacher to apply a consistent criterion for assessing mastery of a given skill. It is recommended that a student should receive a score of at least 75 percent on each lesson before proceeding. If a student fails to answer correctly at least three-fourths (75 percent) of all items presented for a particular skill (lesson), the teacher should supply additional explanation and reinforcement. Teaching suggestions and lists of supplemental exercises are provided in the teacher's guides.

All related, individual lessons are presented collectively in the workbooks in units. For example, all of the individual skills used in comprehension *(i.e., main idea, cause and effect, fact and opinion, sequence, etc.)* are contained in a unit called "Comprehension." Individual lessons within a unit should be presented in the order contained in the workbooks. This is because the lessons are arranged sequentially, with the less difficult skills being presented first and the more difficult skills, later. Often, the skills presented in the latter part of a unit require an understanding of skills pre-

sented in previous lessons within the unit. At the end of each unit, a unit test has been included to assess student's mastery of the skills contained in the unit. In brief units, such as "Word Analysis" and "Vocabulary," a combined unit test is offered, assessing student performance in both units If the teacher desires, the unit test may be administered both as a pretest and as a posttest. If the unit tests are to be used in this way, it is recommended that they be removed from the student workbooks.

While individual skills within a unit should be presented sequentially, it is acceptable, and in some cases--depending upon student and teacher goals--beneficial, to have the student work on skills from different units concurrently. For example, word analysis and vocabulary skills may be interwoven with instruction in comprehension skills. This interweaving of instruction not only allows the student to comprehend the interrelatedness of skills but also prevents the student from becoming bored with a lengthy period of instruction in one type of skill.

At the end of each reading workbook is a glossary which includes definitions of all literary, technical, and grammatical terms used in that workbook. The glossary is designed primarily to bring to a student's mind a forgotten definition or to clarify a difficult term. For further explanation, the student should consult the appropriate section of the workbook.

Pre-GED Writing Skills Workbook

The Pre-GED writing skills workbooks are designed to provide a sequential, systematic approach to language instruction. Like the reading skills workbooks, the content and graphics of the writing skills workbooks are completely culture-based. (See section on reading skills workbooks for description of culture-based content.)

There are three Pre-GED writing skills student texts, one for each level, for grade levels 6-8. The workbooks and their corresponding readability levels are listed below.

Pre-GED Writing Skills Workbook, Level I	Readability = 5.7-6.9
Pre-GED Writing Skills Workbook, Level II	Readability = 6.5-7.9
Pre-GED Writing Skills Workbook, Level III	Readability = 7.5-9.0

Readability formulas have been applied to all selections to ensure appropriate level of difficulty.

The writing workbooks observe the scope and sequence of skills identified in the continuum. In some instances individual skills listed in the continuum do not appear in the student workbooks. In an attempt to control the scope of the workbooks, we have omitted certain skills of secondary importance. The coding of the skills, however, remains consistent with that of skills listed in the continuum.

In addition to teaching GED-related skills, the writing workbooks emphasize student-generated writing. This emphasis is achieved in two ways: the student is asked to compose brief, one sentence answers to questions in the exercises, and the student is given instruction and practice in composing short narratives as well as paragraphs. Traditionally, the teaching of written composition to adult education students has received little or no emphasis; rather, the focus of an educator of language arts instruction has been on the teaching of reading and spoken English. However, the ability to express one's thoughts logically and coherently in writing is a necessary survival skill in today's society. Good composition skills are necessary in real-life situations ranging from having to write a letter to a landlord to completing an assigned task of composing a brief letter for an employer. The student who demonstrates writing proficiency not only will be a promising candidate for employment but also will be likely to advance more rapidly, once hired, than will the student who lacks the ability to express herself in writing.

A word to the teacher about evaluating student-generated writing: the skill of writing is perfected through instruc-

tion and, most importantly, practice. The student's first few attempts at producing paragraphs or narratives (and, in some cases, even sentences) may be extremely brief and error-ridden. The teacher will need to build up the student's confidence in her ability to write. Thus, the teacher should attempt to remedy only one or two of the most critical errors on any given assignment. For example, on one assignment the teacher may wish to concentrate solely on the student's ability to write a good topic sentence. Once the student has demonstrated the ability to write a topic sentence, in later assignments, the teacher may choose to focus on specific details and vivid description, or on the logical arrangement of sentences, or on correct sentence structure, etc. Since writing may well be a new experience for many students, the teacher must be patient and supportive while providing ample opportunities for the student to practice and develop composition skills.

As in the reading workbooks, each lesson presents a skill to be taught or reinforced. The continuum indicates whether, at any given level, a skill is being introduced ("Teach") or reinforced ("Review"). The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill are presented. The items in each exercise are written in multiples of four (4, 8, 12, 16, 20, 24, 36, etc.), thus enabling the teacher to apply a consistent criterion for assessing mastery of a given skill. It is recommended that a student receive a score of at least 75 percent on each lesson before proceeding. If a student fails to answer correctly at least three-fourths (75 percent) of all items presented for a particular skill, the teacher should supply additional explanation and reinforcement. Teaching suggestions and lists of supplemental exercises are provided in the teacher's guides.

All related, individual lessons are presented collectively in the workbooks in units. For example, all of the indi-

vidual skills used in composing a grammatical sentence *(i.e., noun, verb, pronoun, adjective, adverb, conjunction, etc.)* are contained in a unit called "Parts of Speech." The units progress from words to sentences to paragraphs and longer writings. As in the reading workbooks, individual lessons within a unit should be presented in the order contained in the workbooks. The lessons are arranged sequentially, moving from less difficult to more difficult skills.

At the end of each unit, a unit test has been included to assess the student's mastery of skills contained in the unit. In brief units, such as "Punctuation" and "Capitalization," a combined unit test is offered assessing student performance in both units.

If the teacher desires, the unit test may be administered both as a pretest and as a posttest. If the unit tests are to be used in this way, it is recommended that they first be removed from the student workbooks.

While individual skills within a unit should be presented sequentially, it is acceptable, and in some cases--depending on student and teacher goals--beneficial, to have the student work on skills from different units concurrently. For example, Punctuation and Capitalization skills or certain Sentence Structure skills may effectively be interwoven into instruction in Paragraph Development. This interweaving of instruction not only allows the student to comprehend the interrelatedness but also prevents the student from becoming bored with a lengthy period of instruction in one type of skill.

At the end of each writing workbook is a glossary which includes definitions of all literary, technical and grammatical terms in that workbook. The glossary is designed primarily to bring to a student's mind a forgotten definition or to clarify a difficult term. For further explanation the student should consult the appropriate section of the workbook.

Teacher's Guides

A comprehensive teacher's guide accompanies each student workbook. Exceptionally thorough, the teacher's guides have been designed to assist with equal success the veteran adult education teacher as well as the inexperienced adult education teacher who may not have been exposed to formal training in the delivery of instruction.

For each lesson, the teacher's guides contain the following:

1) *A brief explanation/description of the skill or concept to be taught.*

2) *Several teaching suggestions to assist the teacher in the initial presentation of the skill as well as in the provision of additional instruction and explanation to the student. Teaching suggestions incorporate a variety of learning modalities to accomodate the different learning styles of individual students. Suggestions incorporate both individualized and group instructional technique.*

3) *Answers to exercises.*

4) *A list of supplemental materials for additional reinforcement of the skill/concept. The list contains commonly used commercial materials and indicates page numbers on which exercises appropriate for reinforcement of a given skill at a particular level may be found.*

It should be noted that the list of supplemental materials for reinforcement, while substantial, is not exhaustive. Each program may wish to expand the list by incorporating their own materials on hand. These additions may be added directly to the pages of the teacher's guides. It is important to evaluate carefully the difficulty, level, and context in which a skill is presented in the various commercial texts (i.e., instructional approach, terminology, etc.).

It cannot be urged strongly enough that for each skill, the teacher familiarize himself with information in the teacher's guide prior to the actual deliver of instruction. The

guides contain a wealth of ideas garnered from a variety of successful practicing teachers of adult education students and are predicated on current instructional strategies. They incorporate suggestions for successful presentation of skills in an individualized, small group, or whole class instructional setting.

DIAGNOSIS, PLACEMENT & EVALUATION

Many adult education programs place students in ABE or pre-GED materials based on a reading test score converted to an equivalent grade level. While the student's reading level is an important indicator of his ability to progress successfully through a course of study, it is often not specific enough to place a student in the skill areas or individual skills which he needs to master. Another problem is that many commercial texts do not possess a specific readability level, so the teacher cannot confidently place the student at an appropriate level.

PATHWAYS curriculum is based on a scope and sequence of skills (the continuum); the student workbooks teach skills that correspond to the scope and sequence, and they are written at specific readability levels. Thus, the curriculum is designed to eliminate any confusion on the part of the teacher as to which skills to include in an ABE or pre-GED language arts program, which skills to teach each individual student, and at which level of readability the student materials are written.

The Diagnostic Test

To facilitate accurate placement in the curriculum materials, it is recommended that the teacher administer a comprehensive skill-referenced diagnostic test which indicates both grade level equivalents and skill area deficiencies. Although it is time-consuming to give a student a rather lengthy initial test, ultimately the teacher will save time if he knows which skills the student needs to master, so that an efficient effort is made toward her educational objectives without wast-

ing valuable time and energy. The McGraw-Hill Test of Adult Basic Education (TABE) is a reliable, skill-referenced test that is fairly simple to administer and interpret. The results are immediately available and detailed enough to be helpful to the teacher in planning instruction. Three test levels are available: easy (GE 2.5-4.9), medium (GE 4.5-6.9), and difficult (GE 6.5-8.9). The TABE is available from:

CTB/McGraw-Hill
The Testing Company
Del Monte Research Park
2500 Garden Road
Monterey, CA 93940

Before administering the test, the teacher should discuss the purpose of the testing with the student in a manner that will encourage her cooperation without arousing anxiety. Many students may be unfamiliar with or fearful of modern standardized testing procedures. The student should be assured that she is not being "graded" but that the tests will identify the skills on which she needs to concentrate and thus will help in directing her progress toward her educational goals. Possible frustration and embarrassment may be avoided if she is alerted in advance to expect some items that she cannot complete, simply because she has not had experience with the particular content or subject areas. The student should also be told the total time of the test (about three hours) and that she need not take it all at once; in fact, it is preferable to break it up over a two-day period.

To determine which level of the TABE test to administer, the teacher should ascertain in an in-take session the student's educational level, his degree of past success in school, his attitude toward different subjects, and whether or not he has attempted the GED test in the past. In general, if a student has had some high school instruction, he should be able to handle the difficult (D-level) test. If he has only completed through the seventh or eighth grade, he should take the medium (M-level). However, if there is still some

doubt, the teacher might show the student sample questions from the different test levels and ask him which level he feels most comfortable with. Taking a lower level test is preferable to taking a more difficult one with which the student may encounter frustration.

Before administering the test, the teacher should become thoroughly familiar with the test content, directions for administration, method of marking answers and interpreting scores. All of this will facilitate the creation of a testing atmosphere that is orderly and relaxed.

The teacher may find that adherence to exact time limits on the different test sections makes test administration difficult or that it makes the student nervous or feel pressured. In either of these cases, the teacher should consider administering an untimed test. The teacher will, of course, have to make adjustments in interpreting the results, as they may be inflated, but he will still have an accurate idea of the areas of student strengths and weaknesses.

It may be that standardized skill-referenced tests are not available, or the teacher may prefer to use pre-tests from commercial workbooks. In these cases, the teacher will find the continuum valuable as a guideline for planning instruction and for placing the student at the appropriate level. The teacher's assessment of the student's needs will be based on skills already acquired and skills needing mastery, rather than on grade level equivalents. The teacher would first conduct a skill analysis based on individual items on the commercial pre-test. He would then refer to the continuum to see at what level a skill is introduced and to determine appropriate and related skills to be presented in a plan of instruction. Using the continuum as a master list, he could then place the student in commercial materials, in PATHWAYS workbooks, or in a combination of the two.

Placement

Once the diagnostic test has been scored and the results interpreted, the teacher should go over the results with the student, eliciting her reaction to the different skill areas and her perception of the skills in which she needs improvement. Students who are weak in many areas will benefit from working through all the skills presented; others may only need a review of certain skill areas. For evaluation purposes, however, it is recommended that the student be assigned all the skills listed under a single unit heading; this will ensure greater likelihood of success on the unit post-tests.

The Student Tracking Charts are designed for preparing an individual plan of study using PATHWAYS materials. Based on the diagnostic test results and the teacher-student consultation, the teacher or aide should check off on the Student Tracking Chart the skills on which the student should concentrate.

The student should be placed in the reading workbook that corresponds to his reading comprehension level. The reading workbocks correspond to the following grade levels, with readability in parentheses:

Pre-GED Reading I - 6th grade (5.7-6.9)
Pre-GED Reading II - 7th grade (6.5-7.9)
Pre-GED Reading III - 8th grade (7.5-9.0)

In addition, the teacher should take the time to analyze the results of the reading test to determine the skill areas which need mastery. These areas should be checked off on the Student Tracking Chart. If, while working in the assigned workbook, the student has difficulty with a particular skill, he may be assigned an exercise in a lower-level workbook to reinforce that skill. Or, using the information in the teacher's guides, the teacher can explain and assign supplementary exercises.

The writing skills workbooks are written on the same reading levels as the reading workbooks:

Pre-GED Writing I - 6th grade (5.7-6.9)
Pre-GED Writing II - 7th grade (6.5-7.9)
Pre-GED Writing III - 8th grade (7.5-9.0)

The language score on the TABE test is a combined mechanical expression score, converted to a grade equivalent; however, rather than simply placing the student in the workbook that corresponds to his grade equivalent, the teacher should, again, analyze the specific skill area deficiencies. Using the Student Tracking Chart to check off skills needed, he can plan an individualized program tailored to the student's needs. He may also want to note in the continuum the level at which a skill is introduced, for although a student's comprehension may be high, a particular language skill may need to be taught at a lower level in order to provide the groundwork for acquisition of higher level skills. For example, before teaching sentence structure, it may be necessary to review subjects and verbs. Additionally, in the writing skills workbooks, it is important that individual skills within a unit be completed in sequence, since later lessons are based on concepts taught in previous lessons. (This is explained in depth in the section on Student Workbooks.)

Evaluation

Students are expected to record on their Student Tracking Charts how well they do on each exercise and whether or not they need additional assistance or exercises, but it is up to the teacher to evaluate mastery of the skill areas. Frequent student-teacher conferences, on an informal basis, are recommended as a way of keeping track of the progress of individual students. Such conferences also increase the students' pride and awareness of their newly mastered skills.

Teachers should evaluate mastery by looking at the student's scores on individual exercises within a given lesson,

and by scoring the unit post-tests. The mastery level provided for the lessons and unit tests is based on a criterion of 75 percent. The exercises and tests are grouped in multiples of four to make it easier to determine the student's score. Thus, the number of correct answers in relation to the total answers for the whole lesson (which may contain several exercises) must be three out of four or above to achieve mastery.

Mastery should be noted on Student Tracking Charts. If mastery is not achieved, an appropriate suggestion should be noted in the comments column: "See me for help," or "See me for extra exercises." The teacher should consult the teacher's guides for recommended supplemental exercises. Or, he may consult the continuum to assign sections from a PATHWAYS workbook at a lower level for review and/or clarification of a skill.

After the student has been in the program for a period of time, it is recommended that another formal evaluation be administered both to measure increases in the student's skills and to evaluate the success of the instructional plan and/or materials. If the TABE or another standardized test was administered initially, then it should be administered again, using a different form. Such post-testing is beneficial for two reasons: documentation of achievement is satisfying and encouraging to both teacher and student; and identification of weak areas will further assist the teacher in planning an instructional program to meet the student's individual needs.

CLASSROOM MANAGEMENT

Individualizing

It is important to remember that, although designed for use either with a group or in an individualized instructional setting, PATHWAYS should not be considered teacher-independent "programmed instructional materials." It is not intended that the student be given a workbook and told to "work through it" in isolation without sufficient support and teacher intervention. PATHWAYS materials were designed to be teacher-dependent; that is, they require both teacher and student participation in the learning process. Combined teacher-student interaction is a significant feature of the material's instructional design. Research has shown that adult students of basic skills (ABE and Pre-GED levels) demonstrate significantly greater gains when instruction is teacher-directed (teacher-dependent) than do equivalent-level students whose instruction is student-directed (teacher-independent). This is because basic skills acquisition relates closely to a person's self-concept and thus requires both a supportive environment, with a great deal of instructional guidance, and an open, warm relationship between student and teacher.

Within this overall context, the amount of student-teacher interaction required by individual students will vary considerably. To this extent, the materials are individualized: based on an assessment, or diagnosis, of each student's particular skill strengths and weaknesses, the student is encouraged to work through the various skill areas at his own pace, with the teacher supplying initial instruction, additional explanation, and supplementary materials as deemed necessary by student performance.

Initially, the teacher should administer a skill-referenced reading and writing diagnostic test. The Test of Adult Basic

Education (TABE) is recommended for its thoroughness and reliability, although the teacher may use any accurate diagnostic test which provides at least a skill area analysis of student performance. The breakdown of student scores on the TABE will provide an indication of the student's general skill level and proficiency in skill areas, although it does not indicate proficiency in specific, individual skills. Thus, after placing the student in the appropriate level workbook, as a general rule, the teacher should provide the student a brief explanation of the individual skills to be mastered. The teacher may choose to group together several related skills (two to four in a group) and provide explanations for all of them at the same time, depending on the student's attention span and ability to assimilate instruction. In some cases, the explanation given in the workbook will provide sufficient instruction for the student to understand the skill/concept.

The teacher will find the PATHWAYS Student Tracking Chart to be beneficial in assisting in individualizing, or customizing, instruction. After the student takes the TABE, he and the teacher should jointly check off the skills he needs to master on the Student Tracking Chart. This will provide the student with a visual as well as written record of the skills he needs as well as his progress towards acquiring them. The Student Tracking Chart should be kept in a folder with the student's name on it. Each student should have a folder. The folders should be kept in a central location, easily accessible to all students. As each student completes a lesson, she will record her scores and may write comments regarding the lesson (skill). The teacher should review the Student Tracking Chart at least weekly to evaluate mastery and comment on student progress. The Student Tracking Chart may be used as a basis for student-teacher conferences. It is recommended, in general, that the teacher confer with the student at least weekly. Student-teacher conferences need not be formal; an effective conference may consist simply of the teacher's sitting down, looking on as a student works on an exercise, and commenting on her work. The frequency

of the conferences will further be influenced by the student's attendance in class, her rate of progress, and her unique personality or learning style. Keep in mind that when working individually, certain students may feel isolated or may have difficulty seeing their progress, so the teacher must be prepared to provide frequent feedback, if needed.

As soon as the student completes a lesson, the answers should be checked. The student himself may use the teacher's guide to check the answers, or the teacher may wish to check answers with him (although this is not necessary). The student should record his scores for each exercise on his Student Tracking Chart. If the student fails to achieve the 75 percent mastery criterion for a lesson, he should see the teacher for additional explanation and supplementary materials for reinforcement. Suggested supplemental materials for each lesson are provided the teacher in the teacher's guide.

When the student completes a unit, he should inform the teacher and take the unit test for that unit. The teacher should check the student's unit test answers. If necessary, additional reinforcement exercises should be provided for any skills in which the student is deficient. Additional reinforcement may also be given the student by having the student return to the same skill in a lower level book in the PATHWAYS materials.

The teacher will want to maintain a folder of Student Profile Sheets that indicates students' TABE scores, unit scores, and the books completed. This should be kept easily accessible to the teacher--on or nearby the teacher's desk. Not only will this folder provide the teacher with an overview of each student's progress, but it also will assist the teacher in selecting another student to serve as a peer-tutor to help the one who is having difficulty in a particular area.

Peer tutoring is an acceptable and expeditious method of assisting a teacher who may feel the burden of individualizing or customizing instruction for an entire classroom. If a stu-

dent has completed a unit and has shown competence in the individual skills within the unit, that student may effectively be used to provide explanation and assistance (i.e. tutoring) to a less-competent student. The use of peer-tutors not only reinforces social communication skills among students, but it also frees the teacher to attend to other students' needs. The teacher should, of course, obtain consent from any student who will be asked to serve as a peer-tutor. Some peer-tutoring can be informal and low-keyed; it often consists of two-students working together on a certain skill or of one student filling in another student on work he has missed. The teacher should check on the peer-group from time to time to see if they have any questions or problems. It is important to remember that peer-tutors are not a substitute for teachers; although they can provide clarification and reinforcement, the primary teaching should be the responsibility of the teacher.

Because of the structure explicit in the instructional design of the PATHWAYS materials, aides will find the curriculum easy to implement. Although the teacher should conduct the preliminary interview, testing, and diagnosis and placement, aides can be an integral part of the instructional support system for the student.

For example, aides can be utilized to check (with or without the student) the student's answers on individual exercises and can offer explanation to the student about incorrect answers (if trained to do so by the teacher). Aides can also assist the student in maintaining his Student Tracking Chart, including eliciting and expressing in writing student comments about each lesson. Once the aide has become familiar with supplemental exercises in commercial texts, the aide can recommend and explain as well as check scores on suggested reinforcement exercises to the student. A variety of time-consuming but pertinent details in the delivery of individualized instruction can be performed by a competent aide.

Small Group Instruction

Although individual testing, diagnosis and placement of students is a prerequisite for any adult education program, grouping students together who need to work on similar skills can be a very effective instructional technique. Placing students in small groups (2-5 members) is a natural corollary to individualization of the classroom for several reasons:

1. It allows students with similar skills deficiencies to exchange information and thus strengthens communication skills as well as allows students within the group to identify with each other's difficulties in mastering certain skills.

2. It allows the teacher to provide a one-time introduction/explanation of the skill(s) to the small group of students, thus expanding free time for delivery of individual instruction.

3. It allows for a variety of instructional activities, which are identified in the teacher's guides.

Once a group has been formed, the teacher should give an explanation of the skill to the group, using the blackboard, audio-visual equipment, or other visual aids whenever possible. The teacher may decide to have the entire group work on practical application of skills individually, coming together upon completion of exercises to discuss individual choices, or the group may be instructed to take a "round-robin" approach to offering answers, with each student offering an answer to one question in sequence.

It is important that the teacher or aide frequently "look over the shoulder" of the students in a group as they respond to the questions in the exercises. Not only does this provide reassurance, but it also reveals problems with individual skills that are sometimes difficult to elicit in a group setting. Upon completion of the assignment each student should tell the teacher her scores. If additional reinforcement is needed, the teacher can assign it at this time.

Lesson scores for small group work should be recorded individually on Student Tracking Charts.

If possible, it is good to have a group going at all times.

Whole Class Instruction

The basic principle of whole class instruction is the same as that of small group instruction: students with similar skills deficiencies are instructed together. In whole class instruction, however, this principle is expanded to include a multiplicity of performance levels.

Usually, whole class instruction is suitable for areas in which most students experience difficulty such as possessives, prepositions, verb tenses, sentence structure, paragraph writting and reading comprehension skills. When using the whole class instructional technique, the teacher should be sure the lesson presented is complete in itself. Visual aids, such as a blackboard or overhead transparencies should be used as much as possible. Keep in mind that students learn best with a variety of modalities. During whole class instruction, volunteers can be recruited from the class to respond to questions or practice exercises. Or, if students are reluctant to volunteer, teacher may have the whole class respond to questions in unison.

Since whole class instruction must accomodate a multiplicity of levels, the teacher should teach to the mean--that is, instruction should include a review of fundamentals to facilitate the lower level students' learning. After going over the introduction to the lesson with the whole class, the teacher can either make individual assignments or have the class as a whole work on certain exercises.

Whole class discussions offer an opportunity to philosophize about the reasons behind acquiring skills in language and to tie in these reasons to the students' experiences. Or, a group activity such as a field trip or a visiting speaker can become the basis for a class discussion.

RECORD KEEPING

Thorough and efficient record-keeping is essential to the smooth operation of an adult education program. Each program will have its own method of registering students and recording attendance. To supplement the program's required forms, this handbook provides two forms to assist the teacher in his record-keeping: the Student Profile Sheet and the Student Tracking Chart. The Student Profile Sheet is to be maintained by the teacher, while the Student Tracking Chart is to be maintained by the student and monitored by the teacher. It is hoped that the adoption of these forms will facilitate the task of individualizing instruction while at the same time maintaining an organized and successful program.

Student Profile Sheet

The Student Profile Sheet is provided for recording student scores on the TABE and for documenting placement and progress of the student in PATHWAYS books. It should be kept in an alphabetized folder on or near the teacher's desk so that the teacher can quickly ascertain the appropriate level of student placement in the materials. In an open-entry, open-exit adult education program, where students often attend irregularly, it is especially convenient for the teacher to see at a glance the appropriate placement of a student who has been absent for several class meetings.

Space is provided on the form for recording unit post-test scores and for comments on over-all student progress and/or problems. These comments should be recorded on an on-going basis following student-teacher conferences so that the information will be readily available when filling out individual progress reports for state and federal agencies.

The Student Profile Sheet also provides for the recording of TABE post-test scores, which the teacher will find valuable for assessing student progress and/or successful planning of the individual instructional program.

Student Tracking Charts

Student Tracking Charts are provided for documenting progress by skill on an individual basis. This form enables each student to record assignments and keep a personal, ongoing record of completed lessons. It also provides a visual list of skills the student needs to learn on each level so that he can arrange his attendance and study time. Skills lists give students constant reinforcement about their learning: they check off skills as they learn them, and they are constantly aware of how much they have learned. Student motivation is increased when they see their instructional program in terms of manageable increments.

Space is provided on the Student Tracking Chart for the recording of scores on exercises and unit tests, so that the teacher can easily assess mastery. There is also space provided for comments, either by the teacher or the student regarding successes and/or needs for additional assistance or supplemental exercises.

Students should keep their Student Tracking Charts in a folder or notebook together with their completed assignments. These student folders should be kept in a centrally located file drawer, in alphabetical order. Students should not be allowed to take their folders home, unless, of course, they are being tutored at home.

It is especially important that students keep their tracking charts current. Teachers should designate certain periodic intervals (at least weekly) at which times students are to turn in their folders for review and transfer of in-

formation to Student Profile Sheets. Frequent student-teacher conferences, both formal and informal, are recommended as a way of keeping track of individual students. Such conferences also increase the students' pride and awareness of their newly mastered skills.

EFFECTIVE TEACHING

This section contains a variety of suggestions to enhance the teacher's effectiveness, ranging from program management to the actual delivery of instruction and retention of students.

Structuring and the Adult Education Program

A perennial problem among teachers and administrators of adult education programs is that the "open-entry, open-exit" nature of the classes sometimes causes the teacher to lose a sense of structure and organization. Two possible solutions for accomodating the rapid influx and turn-over of students without sacrificing program structure and organization are as follows:

1. Conduct initial testing (diagnosis and placement) of students one day a week.

2. Conduct initial testing (diagnosis and placement) of students at a certain hour, either first or last hour, of the day.

In addition to implementing structured testing procedures, the teacher may find it beneficial to establish a specific time for instruction in different disciplines. For example, a fifteen-minute block of time could be allotted twice a day for math instruction (eg. 10:00 a.m. and 2:00 p.m.). At the beginning of each week, the teacher should post the topics of the instruction for the week. This allows students ample time to complete any review work, if needed; or, if the topic is not of particular interest to the student, he need not attend the session. It is important, once the students have been informed and this procedure adopted, that the teacher consistently utilize the established time period for the specified instruction.

The interjection of structure in the classroom encourages students' adoption of a routine for studying, attendance and completion of assignments.

Establishing Rapport

Especially important at the ABE and Pre-GED levels is the establishment of rapport between student and teacher. An effective way of building trust and confidence is for the teacher to sit down with the student and discuss the student's personal goals and academic objectives. It is important to elicit the student's input into goal-setting in order to enhance student motivation and committment to the program. The teacher should also strive to help the student understand that constant honest evaluation and assessment provide a realistic self-concept on which to build.

To overcome possible initial student resistance to grouping, the teacher may wish to provide non-threatening social activities ("ice breakers") for the groups. For example, the teacher might ask the students about their favorite music, what they did over the summer, what kinds of jobs they've had, etc.

For whole class or small group instruction, a student who has demonstrated competence in a particular skill or skill area might be asked to informally present instruction or lead student discussion. For example, a student might be asked to go to the blackboard to change a statement to a question.

Delivery of Instruction

Because of the variety of learning styles represented by the individual students in a class, the teacher should incorporate a multi-modalities approach to his plan of instruction. Techniques that interweave visual, auditory, tactile, and kinesthetic elements increase learning retention and keep students' interest levels high. Visual aids such as the blackboard,

slides, overhead, and opaque projectors are relatively easy to use and are effective in reaching visual learners. Teachers should also consider using tape recorders, video tapes, and computer terminals if available to their programs. Students seemingly reluctant to participate in learning activities using traditional (verbal) teaching techniques often become eager participants in projects involving audio-visual techniques. Demonstrations, guest speakers, and field-trips should also be included in a plan of instruction; later the students can be asked to talk about or write about the experience.

Learning experiences should be presented in "bite-size" chunks and should reflect the "real-life experiences" of the student. The instructional design of lessons in the culture-based PATHWAYS materials incorporate these principles. The teacher can supplement these basic design principles of PATHWAYS by suggesting additional reinforcement exercises which draw upon the student's life experiences or which have a realistic, practical application to the student's daily life.

A brief review of the fundamental concepts necessary for understanding a skill should always be included in the teacher's presentation of a skill. This review of fundamentals is particularly critical during whole class and small group instruction, when a less-capable student is less likely to voice her confusion than she would be if instruction were on a "one-to-one" level.

Frequent use of questions and questioning techniques encourages student responses and, hence, motivation. The teacher should reject any tendency to lecture or deliver "one-way communication messages" to the class.

Especially when teaching writing skills, the teacher should provide and reiterate "patterns" of development of the skill(s). This technique is especially effective in illustrating types of sentences (grammatical construction), relationship of clauses and grammatical parts, as well as paragraph construction.

Repetition of memorable "key phrases" used in illustrating concepts reinforces student learning. For example, when teaching adverbs the teacher may ask the question "How do you kiss a porcupine?" to illustrate the -ly ending of some adverbs.

Retention

If a student who has enrolled does not attend his first class, the teacher should call him. The teacher should let the student know that he is welcome to come to the next class and that it's not too late to begin. If a student misses two classes, the teacher should call the student and find out if there is a particular problem that he needs assistance in resolving. If a student is inaccessible by telephone, the teacher should write a brief note to the student, emphasizing the teacher's eagerness to have the student resume attendance in class and offering assistance in resolving the student's conflict, if one exists. Often, the fact that the teacher displays an immediate personal interest in the student is sufficient to retain a borderline student in the program.

A teacher's willingness to establish rapport with a student in this manner should not be misconstrued as condescending or patronizing. A teacher with truly high expectations and positive compassion for the student will take every opportunity to put the responsibility for learning squarely on the shoulders of the student. However, the establishment of trust and communication in a student-teacher relationship, especially one in which the student may have previously experienced a history of failure with teachers in other educational settings, may require that the adult education teacher take the initiative. Once the student is attending class regularly, the teacher can maintain and strengthen the student's self-concept while at the same time allowing the student to take responsibility for his own learning. Most students who perceive a genuine concern from the teacher and

who are provided appropriate instructional tasks will accept responsibility for their own learning. The central issue involved in student retention is often whether or not the student feels that the learning experience is worthwhile--factors involved include the student's own self-concept, the teacher's conveyance to the student of sincerity and concern, the realistic appraisal of student goals and abilities, and the appropriateness of instructional strategies and materials used to teach the student. If a student is comfortable with his relationship with his teacher, he will be likely to voice concerns which, unvoiced, could result in the student's dropping out of the program.

PATHWAYS

STUDENT PROFILE SHEET

NAME: _____ DATE ENROLLED: _____

ADDRESS: _____ HIGHEST GRADE COMPLETED ____

PHONE: _____ BIRTHDATE: _____

Initial TABE scores: Level & Form: _____ DATE: _____

READING	Raw Score	Grade Equivalent	WRITING	Raw Score	Grade Equivalent
Vocabulary	_____	_____	Mechanical	_____	_____
Comprehension	_____	_____	Expression	_____	_____
Total	_____	_____	Total	_____	_____

Placement and Performance: Check units needed; record unit post-test scores

READING SKILLS I (5.7 - 6.9)

☐ Unit I ____ ☐ Unit II ____ ☐ Unit III ____ ☐ Unit IV ____

Comments: _____

READING SKILLS II (6.5 - 7.9)

☐ Unit I ____ ☐ Unit II ____ ☐ Unit III ____ ☐ Unit IV ____

Comments: _____

READING SKILLS III (7.5 - 9.0)

☐ Unit I ____ ☐ Unit II ____ ☐ Unit III ____ ☐ Unit IV ____

Comments: _____

WRITING SKILLS I (5.7 - 6.9)

☐ Unit I ____ ☐ Unit II ____ ☐ Unit III ____ ☐ Unit IV ____ ☐ Unit V ____

Comments: _____

WRITING SKILLS II (6.5 - 7.9)

☐ Unit I ____ ☐ Unit II ____ ☐ Unit III ____ ☐ Unit IV ____ ☐ Unit V ____

Comments: _____

WRITING SKILLS III (7.5 - 9.0)

☐ Unit I ____ ☐ Unit II ____ ☐ Unit III ____ ☐ Unit IV ____ ☐ Unit V ____

Comments: _____

Final TABE Scores: Level and Form: _____ DATE: _____

READING	Raw Score	Grade Equivalent	WRITING	Raw Score	Grade Equivalent
Vocabulary	_____	_____	Mechanical	_____	_____
Comprehension	_____	_____	Expression	_____	_____
Total	_____	_____	Total	_____	_____

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PATHWAYS

STUDENT TRACKING CHART

Reading Skills I

NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEEDS	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	I. Word Analysis						
	Prefixes, suffixes, root words	I.C.	6-8	6-8			
	II. Vocabulary						
	Using context clues	II.A.	9-12	3-4			
			3-4				
	Synonyms, antonyms, homonyms	II.B.	6-8	6-8			
			6-8	6-8			
	Units I & II Post-Test		12-16				
	III. Comprehension						
	Identifying the main idea	III.A.	3-4	3-4			
	Recognizing supporting detail	III.B.	6-8				
	Sequencing in narration	III.C.	6-8				
	Identifying cause and effect	III.D.	6-8	3-4			
	Drawing conclusions	III.E.	3-4				
	Fact and opinion	III.F.	9-12	3-4			
	Following directions	III.G.	3-4	3-4			
	Unit III Post-Test		15-20				
	IV. Study Skills						
	Map and graph reading	IV.D.	6-8	6-8			
			6-8				
	Reading timetables	IV.E.	3-4	3-4			
	Summarizing	IV.F.	3-4				
	Reading want ads	IV.G.	3-4	6-8			
	Test-taking skills	IV.H.	3-4				
	Unit IV Post-Test		12-16				

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PATHWAYS

STUDENT TRACKING CHART

Reading Skills II

NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEEDS	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	I. Word Analysis						
	Prefixes, suffixes, root words	I.C.	9-12				
	II. Vocabulary						
	Using context clues	II.A.	6-8				
	Synonyms, antonyms, homonyms	II.B.	23-30				
	Units I & II Post-Test		12-16				
	III. Comprehension						
	Identifying the main idea	III.A.	3-4	3-4			
	Identifying cause & effect	III.B.	6-8	3-4			
	Drawing conclusions	III.C.	3-4				
	Fact and opinion	III.D.	6-8				
	Following directions	III.E.	6-8				
	Unit III Post-Test		9-12				
	IV. Study Skills						
	Map and graph reading	IV.D.	9-12	6-8			
	Reading timetables, schedules	IV.E.	9-12				
	Summarizing and skimming	IV.F.	3-4				
	Newspaper and want ads	IV.G.	6-8	6-8			
			6-8				
	Test-taking skills	IV.H.	6-8				
	Unit IV Post-Test		15-20				

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PATHWAYS

STUDENT TRACKING CHART

Reading Skills III

NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEED	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	I. Word Analysis						
	Prefixes, suffixes, rootwords	I.A.	9-12				
	II. Vocabulary						
	Using context clues	II.A.	6-8				
	Synonyms, antonyms, homonyms	II.B.	12-16				
	Units I-II Post-Test		15-20				
	III. Comprehension						
	Identifying main idea	III.A.	3-4	3-4			
	Identifying cause and effect	III.B.	3-4	6-8			
	Drawing conclusions	III.C.	3-4				
	Fact and opinion	III.D.	6-8				
	Figurative language	III.E.	9-12				
	Unit III Post-Test		15-20				
	IV. Study Skills						
	Map and graph reading	IV.C.	9-12	12-16			
			6-8				
	Summarizing and skimming	IV.D.	3-4	3-4			
	Newspaper and want ads	IV.E.	6-8	6-8			
			6-8				
	Test-taking skills	IV.F	6-8				
	Unit IV Post-Test		15-20				

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Writing Skills I

NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEED	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	I. Parts of Speech						
	Collective nouns	I.A.	6-8				
	Noun as subject or object	I.A.2	6-8	3-4			
	Mass and count nouns	I.A.3	6-8	3-4			
	Noun as indirect object	I.A.4	6-8	6-8			
	Demonstrative pronouns	I.B.1	6-8	3-4			
	Indefinite pronouns	I.B.2	9-12				
	Pronoun as subject or object	I.B.3	6-8	6-8			
	Reflexive pronouns	I.B.4	6-8				
	Possessive pronouns	I.B.5	6-8				
	Pronoun as indirect object	I.B.6	6-8				
	Present progressive tense	I.C.1	6-8				
	Present perfect tense	I.C.2	6-8				
	Past perfect tense	I.C.3	6-8	6-8			
	Articles	I.D.1	6-8				
	Descriptive adjectives	I.D.2	6-8				
	Possessive adjectives	I.D.3	6-8				
	Demonstrative adjectives	I.D.4	6-8				
	Comparison of adjectives	I.D.5	6-8	6-8			
	Use of adverbs	I.E.1	6-8				
	Adverb as modifier	I.E.2	9-12				
	Negative adverbs	I.E.3	6-8	9-12			
	Comparison of adverbs	I.E.4	6-8				
	Prepositions	I.F.1	12-16				
	Conjunctions	I.G.1	6-8	6-8			
	Unit I Post-Test		27-36				
	II. Sentence Structure						
	Compound subject & verb	II.A.	9-12	6-8			
	Complete, incomplete, run-on sentences	II.B.	6-8				
	Subject verb agreement	II.C.	6-8	6-8			

PATHWAYS

STUDENT TRACKING CHART

Writing Skills I, Cont'd.

NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEED	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	Verbs used as adjectives	II.D.	6-8				
	Unit II Post-Test		12-16				
	III. Paragraph Development						
	Characteristics of paragraph	III.A.	3-4				
	Descriptive paragraph writing	III.B.	3-4	3-4			
	Deductive paragraph writing	III.C.	6-8				
	Sequence in narrative writing	III.D.1	6-8	3-4			
	Dialogue in narrative writing	III.D.2	3-4				
	Unit III Post-Test		12-16				
	IV. Punctuation						
	Comma in series, etc.	IV.A.1	6-8				
	Comma in compound sentence	IV.A.2	6-8				
	Comma with introductory phrase	IV.A.3	6-8	6-8			
	Semi-colon in compound sentence	IV.B.1	6-8				
	Quotation marks in titles	IV.C.1	9-12				
	Apostrophe-contractions &	IV.D.1	9-12				
	possessives						
	Apostrophe in dates	IV.D.2	6-8				
	Underlining titles of books, etc.	IV.E.1	6-8				
	Hyphen in word division	IV.F.1	9-12				
	Hyphen in two-word adjectives	IV.F.2	6-8	6-8			
	V. Capitalization						
	Capitals in abbreviations, titles,	V.A.	9-12				
	organizations, places						
	Capitals in languages, races,	V.B.	6-8				
	nationalities, religions						
	Units IV-V Post-Test		12-16				

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STUDENT TRACKING CHART

Writing Skills II

NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEED	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	I. Parts of Speech						
	Noun used as subject and object	I.A.1	6-8				
	Mass and count nouns	I.A.2	6-8				
	Noun as object of preposition	I.A.3	6-8	6-8			
	Kinds of nouns	I.B.1	9-12				
	Pronoun as subject, direct object,	I.B.2	9-12				
	and indirect object						
	Pronoun as object of preposition	I.B.3	9-12				
	Correct pronoun case	I.B.4	9-12				
	Pronoun-antecedent agreement	I.B.5	6-8	6-8			
	Present progressive tense	I.C.1	6-8				
	Present perfect tense	I.C.2	6-8				
	Past perfect tense	I.C.3	6-8				
	Past progressive tense	I.C.4	9-12				
	Active vs. passive voice	I.C.5	6-8	6-8			
			6-8	6-8			
	Possessive and demonstrative	I.D.1	6-8				
	adjectives						
	Kinds of adjectives	I.D.2	27-36				
	Comparison of adjectives	I.D.3	6-8				
	Use of adverbs	I.E.1	6-8	6-8			
	Adverb as modifier	I.E.2	6-8				
	Comparison of adverbs	I.E.3	6-8				
	Prepositional words and phrases	I.F.1	6-8	6-8			
	Conjunctions and their use	I.G.1	6-8				
	Unit I Post-Test		33-44				
	II. Sentence Structure						
	Complete, incomplete, run-on	II.A.	9-12	3-4			
	sentences						
	Subject-verb agreement	II.B.	6-8				
	Verb used as adjective	II.C.	6-8	3-4			

PATHWAYS

STUDENT TRACKING CHART

Writing Skills II, Cont'd

NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEED	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	Avoidance of double negative	.II.D.	6-8	6-8			
	Unit II Post-Test		9-12				
	III. Paragraph Development						
	Characteristics of paragraph	III.A.	3-4				
	Dialogue in narrative writing	III.B.1	3-4				
	Sequence in narrative writing	III.B.2	3-4				
	Deductive paragraph writing	III.C.	3-4				
	Use of examples	III.D.1	3-4				
	Order of importance	III.D.2	3-4				
	Unit III Post-Test		9-12				
	IV. Presentation						
	Comma in compound sentence	IV.A.1	6-8				
	Comma with appositive	IV.A.2	6-8	6-8			
	Comma with introductory phrase	IV.A.3	6-8				
	Semi-colon with compound sentence	IV.B.1	6-8				
	Semi-colon with sentence connectors	IV.B.2	6-8				
	Colon to introduce list	IV.C.1	6-8				
	Quotation marks in titles	IV.D.1	6-8				
	Apostrophe in dates, contractions	IV.E.1	12-16				
	and possessives						
	Apostrophe with joint ownership	IV.E.2	9-12				
	Underlining titles of books, etc.	IV.F.1	9-12				
	Hyphen in two-word adjectives	IV.G.1	6-8				
	Hyphen with prefixes and suffixes	IV.G.2					
	V. Capitalization						
	Capitals in abbreviations, titles,	V.A.	9-12	6-8			
	organizations, places, etc.						
	Capitals in poetry	I.B.	15-20				
	Units IV-V Post-Test		24-32				

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Writing Skills III

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NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEED	INDIVIDUAL SKILLS	LESSON	MASTERY		MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	I. Parts of Speech						
	Noun functions	I.A.	15-20	6-8			
	Pronoun functions	I.B.1	15-20	3-4			
	Pronoun case and pronoun-antecedent	I.B.2	12-16				
	agreement						
	Relative pronouns	I.B.3	6-8	6-8			
	Perfect and progressive tenses	I.C.1	12-16	3-4			
	Active vs. passive voice	I.C.2	6-8	3-4			
	Kinds of adjectives	I.D.1	23-30	15-20			
			3-4				
	Comparison of adjectives	I.D.2	6-8				
	Use of adverbs	I.E.1	12-16	3-4			
	Comparison of adverbs	I.E.2	6-8				
	Conjunctions and their use	I.F.1	9-12	3-4			
	Unit I Post-Test		33-44				
	II. Sentence Structure						
	Subject-verb agreement	II.A.	6-8	6-8			
	Verb used as adjective	II.B.	3-4	3-4			
	Avoidance of double negative	II.C.	6-8				
	Parallel structure	II.D.	6-8				
	Unit II Post-Test		12-16				
	III. Paragraph development	III.A.	3-4				
	Sequence in narration	III.B.1	6-8				
	Dialogue in narration	III.B.2	6-8				
	Use of examples	III.C.	6-8				
	Order of importance	III.D.	3-4				
	Paragraph of contrast	III.E.	3-4	3-4			
	Unit III Post-Test		12-16				

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Writing Skills III, Cont'd

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NAME: _____ DATE ENROLLED: _____

INITIAL TABE SCORE: _____ FINAL TABE SCORE: _____

NEED	INDIVIDUAL SKILLS	LESSON	MASTERY	MY SCORE	DATE	COMMENTS, ASSIGNMENTS, ETC.
	IV. Punctuation					
	Comma with appostive	IV.A.	6-8			
	Semi-colon with sentence connectors	IV.B.1	9-12			
	and with compound sentence					
	Colon to introduce list	IV.C.1	9-12			
	Quotation marks in titles	IV.D.1	6-8			
	Apostrophe with single and joint	IV.E.1	9-12			
	ownership					
	Hyphen in two-word adjectives and	IV.F.1	6-8			
	with prefixes and suffixes					
	V. Capitalization					
	Capitals in poper nouns and poetry	IV.A.	12-16 | 6-8			
	Units IV-V Post-Test		15-20			

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